Dear Parents,

We want to make sure that you have an understanding of the mathematics your child will be learning this year. Below you will find the standards we will be learning in Chapter One. Each standard is in bold print and underlined and below it is an explanation with student examples. Your child is not learning math the way we did when we were in school, so hopefully this will assist you when you help your child at home. Please let your teacher know if you have any questions.

<u>MGSE.3.NBT.1 Use place value understanding to round whole numbers to the nearest 10, 100, 1,000.</u> This standard refers to place value understanding, which extends beyond an algorithm or procedure for rounding. The expectation is that students have a deep understanding of place value and number sense and can explain and reason about the answers they get when they round. Students should have numerous experiences using a number line and a hundreds chart as tools to support their work with rounding. For example: Question: Round 34 to the nearest ten. Student thinking: Let me locate 34 on a number line. I know that it takes four jumps (ones) to get back to 30 and six jumps (ones) to get to 40. This means that the closest ten would be 30.

Write the number in standard form.

- 5. 6,000 + 300 + 40 + 2
- 6. 7,000 + 500 + 8

7. Which is the least number you could write using these digits?

7 3 5 2

8. Shannon wrote 7,000 + 800 + 20 + 1 for the expanded form of the number 7,281. What did Shannon do wrong?

9. What is the correct expanded form for the number 7,281?

10. What is missing in this expanded form?

2,403 = 2,000 + \_\_\_\_\_ + 3

## Additional Practice:

<u>www.studyisland.com</u> 2nd Grade, Numbers and Operations in Base Ten, Place Value	https://www.ixl.com/signin/buford city 2nd Grade M1-M7 3rd Grade B1-B3	<u>http://interactivesites.weebly.com</u> <u>/place-value.html</u>
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The test date is: \_\_\_\_

Please check your child's agenda for important information and dates.